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ABSTRACT

This paper describes the generation, implementation, and results of a personalized reading program operating in a conventional college classroom intended to create opportunities for students to learn how to learn, to direct their own learning, and to improve their reading and vocabulary skills. The contents include "Program Generation, which discusses the intent of the personalized reading program, course format, and four essential elements that were identified as necessary for learners to operate effectively; "Program Implementation," which outlines the tools used in initiating personalized reading, class procedure with students, record keeping, evaluation, learning materials, and a culminating course activity; "Program Results," which discusses statistical evaluation of the program and student evaluation of the program; and "Discussion," which looks at the negative and positive aspects of personalized reading. Appendixes are also included which consist of a memo to the college reading students, a student instruction sheet, and a list of reading materials to help improve vocabulary, general reading ability, reading rate, spelling, and study skills. (WR)

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PERSONALIZING READING INSTRUCTION IN THE CONVENTIONAL CLASSROOM

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A paper presented at the
Western Reading Association
Seventh Annual Conference

Virginia Moore Shrauger

April, 1974

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PERSONALIZING READING INSTRUCTION IN THE CONVENTIONAL CLASSROOM

Educational practice seems to cycle (in reading some say circle) but one goal in education remains constant: the achievement of individualized educational programming.

In the near past, individualizing in reading was associated with the concept of one-to-one teaching leading in turn to increased emphasis on diagnosis and prescription in the teaching-learning transaction. Now, a disquieting note is creeping in the rhetoric of the field, and questions are being asked which in part challenge conventional wisdom. Are students being taught to think? Are they becoming self-directed learners? How different in the learner's eye is prescriptive teaching in the lab from the traditional classroom course outline approach? And, what now is the place of the traditional classroom in reading improvement programs?

The purpose of this paper is to describe one response to those questions, the generation, implementation, and results of a personalized reading program, one operating in a conventional college classroom and intended to create opportunities for students to learn how to learn, to direct their own learning, and not incidentally to improve their reading and vocabulary skills.

PROGRAM GENERATION

Reading, as sociology, biology, or industrial arts, is a content area. There are concepts and skills to be taught in reading as in other subjects, and as in those other subjects, content and method differ. To design a substantially modified course format in reading for the conventional classroom, it is helpful to maintain the distinction between content and method.

The usual practice in program development focuses first on content specifics, and second on mode of acquisition, with the specifics of content being of prime importance. In developing the Personalized Learning format, a decision was made to reverse the usual procedure and focus first on the mode of acquisition and second on the content specifics. It was also decided that, if students were to have an opportunity to actively participate in decision-making, prescriptive teaching (but not diagnosis) was to be avoided.

The intent of Personalized Learning was to enfranchise the student, to permit him to determine his own needs, set his own objectives, and work through material in his own way. Learners were to be exposed to a wide variety of alternative choices of content and approach, with little prejudice on the part of the program developer either as to the content each student would select or the way in which each student would approach that content.

Reality suggested, however, that any course format could not totally disregard content and instructor expertize, and further, students could not be expected to create in a vacuum. If individual choices, decisions, and plans were to become effective components in Personalized Learning, there would need be a guidance component, one that would provide directional information for the student and make instructor help available without the inhibiting factors inherent in prescription. A way, then, had to be devised to guide the student in prudently selecting both content and approach, and

in best using his own problem-solving abilities to learn.

For learners to operate effectively, four essential elements were identified:

1. Diagnostic information on the skill development of each student.
2. An annotated index of available learning opportunities and resources.
3. A plan for assisting students with the unusual responsibility of formulating a needs and goal oriented developmental reading program.
4. A set of procedures designed to assist the student in learning to manage his own learning.

PROGRAM IMPLEMENTATION

Students enroll in Personalized Reading as for other courses offered in the college. They report for class at the appointed time and receive three hours of credit under an A,B,C,Optional D, grading system. During the first three class sessions, students meet as a group for orientation, testing, and program planning. The chief tools in initiating Personalized Reading are:

1. Memo to My College Reading Students. A memorandum from the instructor given to each student explaining the course requirements, grading criteria, and class format.
2. Standardized reading and vocabulary tests. (McGraw-Hill Basic Skills Tests, 1970)
3. Student Instruction Sheet. A printed form, available commercially, which includes a profile space in which test results may be graphed in percentiles. (McGraw-Hill, 1970)
4. Survival Kit. An annotated index of the learning resources, classified by skill, available for student use.
5. Vista Contract. An instructor-prepared form used by learners to delineate goal(s), skill areas identified as needing improvement, materials initially selected for use, and program changes as needed.
6. Term Report. An instructor-prepared form used by learners to summarize and evaluate the results of all activities engaged in during the term.
7. Portfolio. A Manila folder in which each learner maintains his activity records, and by which students and instructor exchange written notes.

The Portfolio is distributed to each student during the first class meeting, and initially, it contains the Memo from the Instructor, the Student Instruction Sheet, Survival Kit, Vista Contract, and Term Report. Students

are urged to become acquainted with the Survival Kit, and prior to the third class session to carefully read the Memo and drop by for a conference if they like. After perfunctory acknowledgment that testing is the least desirable known way to launch a course of study, the first two class sessions are given over to pretesting.

As the third class meeting opens, students find their individual test results graphed on the Student Instruction Sheet included in the Portfolios. To point the way for students in program planning, a checklist is marked to indicate which skill areas appear in most urgent need of attention, and which materials the instructor considers each might profit from using. A note written to each student on the inside front cover of the Portfolio includes additional suggestions for both materials and activities.

Information on how to read and interpret test results is next given to the class as a group. The focus is positive. Among other things, students are acquainted with the effect of rate on certain sections of the test, the import of disparity to be noted in sub-skill scores, and the proposition that reading skills are learned skills which can be improved. It is suggested that each learner zero-in on improving those skill areas which to him seem low, and which he sees as being essential to his success in college.

Learners are then asked to begin completing the Vista Contract by writing a goal for the course, identifying skill areas to be improved, and noting materials selected for use. Goal writing, which can be puzzling to college students, is related to the reason each enrolled, and although identification of skill areas for improvement may stem from test results, students are assured opportunities for learning need not be that narrowly defined. All college survival skills are considered to be fair game.

As learners are ruminating over goal(s) and skill areas, the instructor

demonstrates how learning materials are located in the classroom. Once again, students are invited to drop by for a personal conference, especially for assistance in developing and evaluating a self-selected and self-directed learning program.

Finally, students are stimulated to begin exploring the learning resources in the classroom and to begin selecting instructional materials. They are tempted also to think in terms of finding learning resources in those modalities which pique their interest. Our experience shows that it is usually necessary to issue a second invitation to students to move about and explore, first to overcome disbelief in the freedom offered, and second to overcome what appears to be initial reluctance of students to leave the bit of life-space each has by this time designated as his own.

Once the first few students are up and about, the group as a whole can be expected to clamour for clarification. In this access mode approach to learning, it is thought best to limit clarification in the beginning to two specifics - how to read and interpret test results and how to locate specific learning materials.

The initial limits on clarification allow the students to make decisions about content and establish the parameters of methods. Students want tools, they want resources, and they want the freedom to learn what they need to learn. When they find these are options, they negotiate with the teacher for the tools and the resources and get under way.

Beginning with the fourth class session, each learner picks up his Portfolio upon entering the classroom and begins in a self-directed manner to accomplish those tasks he has selected for himself, and which he knows he needs to do. For assistance in day-to-day activities, each student is encouraged to contact the instructor, and in our experience, they do so freely. For long range planning, each student is obligated to arrange a personal

conference at regular intervals with the instructor to assess his program and to put aside any stumbling blocks he has encountered.

Student-instructor conferences are an integral part of Personalized Learning. Although students are expected to initiate such conferences, either in or out of class time, in practice it has been found that a few students are reluctant to do so. Such students want to be invited. It is not only appropriate, but essential, that the instructor take the initiative at the onset in issuing invitations to the timid, most of whom can be expected to overcome their initial fears.

In Personalized Learning, students maintain all records of their activities giving them an opportunity to evaluate their progress on a daily basis. Various recording forms are made readily available, both for the sake of order and direction and to ease the bookkeeping.

At the close of the term, each learner is asked to evaluate the total of his learning activities, and to prepare a written summary on the Term Report form, the one that has been a part of his Portfolio from the first class meeting. The learner may then submit the report to the instructor in conference, or by means of the Portfolio, at his option.

The Portfolio is an important component of Personalized Learning. Not only is it a constant, non-punitive guide for each student's class activity, but it is also the means for the instructor to evaluate and shepherd student progress. Portfolios are reviewed regularly by the instructor, and the results of those reviews, along with bits of positive encouragement, are recorded on the inside front cover for student reference. Such reviews, although valuable, do not and should not take the place of obligatory personal conferences.

The culminating course activity is administration of alternate forms

of the standardized reading and vocabulary tests given at the beginning of the course. Posttesting serves well as the final examination expected in a conventional classroom, and when results of the posttesting are compared with results of the pretesting, means are at hand for statistical analyses.

Learning resources

A variety of learning materials, most commercially produced but some instructor produced, are made available for classroom use. Tapes, programmed texts, practice exercises, mechanical aids, boxed programs, and the like are on the shelves. The emphasis is on improving reading and vocabulary skills, but student options do include improving other skills needed for success in college and the learning resource collection reflects those options. Wherever possible, students are offered a choice of learning modality, and some few students have been found to exhibit marked modal preference.

Personalized Learning creates opportunities for cooperation with other college departments. The resources available include materials either developed by other departments or developed in cooperation with them. Specialized technical vocabulary programs, study techniques related to specific course textbooks, and aids for preparation for examinations are but a few of the natural outgrowths of such cooperation.

PROGRAM RESULTS

A commitment by a college to a developmental or ameliorative program is extensive, and when such a program is implemented, the expectation is that it will be effective. Accountability in this format, as for others, requires some measurement of results. Objective analysis is possible to a reasonable degree; subjective analysis is limited for want of a scientific measuring procedure in the affective domain. So it is that data records for Personalized Learning have been gathered in the usual way through use of t-tests of

significance for the differences in pre-and posttest scores, grade point averages, but always with an ear kept open for student comments.

During Fall Term, 1973, data analysis of pretest and posttest results for reading comprehension, skimming and scanning skills, reading rate, and vocabulary, measured in percentiles for learners enrolled in the four classes formed, indicated significant student improvement in the measured areas beyond the .01 level of confidence. These findings are similar to those for which there is recorded data over a two and one-half year period, with one exception. During one of the terms for which data is available, the mean gain for reading rate was found to be significant at the .05 level of confidence for two class groups.

Also during Fall Term, 1973, thirty-six incoming freshmen applying for admission to the college identified themselves as high-risk students, and were enrolled in one or another of the four reading classes formed. Of the thirty-six, no one withdrew either from the reading class or from the college. The average grade point earned by the group was 2.90 on a four point scale, with no one separate grade below 2.0.

Student evaluation of Personalized Learning has been favorable, and enrollment, which is voluntary, has remained high. Subjective evaluations by both students and instructor tend to indicate students do learn how to learn, do develop maturity in decision-making, do improve in reading and vocabulary skills, and enjoy themselves in the process.

DISCUSSION

A teacher who believes in and adopts Personalized Learning and access mode approaches to teaching must be both courageous and patient, especially in accepting the high numbers of alternative solutions devised by students. A teacher's expertise might well become strained by those choices, and his patience weakened as learners take awhile to get over their decidophobia.

On the positive side, Personalized Learning seems to provide the opportunity to enhance maturity of students in decision-making, provide them with an awareness of multiple solutions to a single problem, encourage intuitive and creative approaches to skill improvement, and enhance motivation. It also tends to confirm that there is value in the presumption of the interrelationship of all learning for reading improvement does occur. Lastly, Personalized Learning offers an opportunity to meet the needs of individual learners without loss of peer group interaction.

On the negative side, Personalized Learning is less efficient in "covering material." It lacks a guarantee that a particular skill will be acquired by each learner, and as a course format, it is less manageable than conventional classroom approaches.

There are whole suits of new issues that relate to success in Personalized Learning for which there are no certain answers, one being the lack of an acceptable measuring procedure of student change in the affective domain. It is to be acknowledged that our commitment to Personalized Learning represents a bias about the future for it is our strong conviction that human competence should include a stronger reliance on self, and that all learning for the future is best based upon the principle of self-management.

Our conclusion then is consistent with our commitment. If students experience access mode approaches in their educational careers, and specifically in reading courses, they have a higher probability of developing maturity in decision-making, gaining in positive attitude toward self and learning, exploring a wider and more useful base of content, surviving and succeeding in college as well as improving reading and vocabulary skills.

To my College Reading students:

This memo is to tell you about this course. Please take time to read it now, and then we can discuss it.

First of all, this is not a typical or standard kind of course. I will not lecture, and although there is a textbook intended to give you information about reading, vocabulary and study skills, use of it is optional and there will be no examinations over it. This does not mean you will not be active and learning. Learning is not a spectator sport, and in fact, you may be busier than in a standard course.

Instead of assignments, you will have a suggested list of readings in your text, and you will choose your own activities from a large collection of suggestions for learning and for projects which I will make available to you. You are also free to make suggestions and plan projects of your own.

The suggestions for learning will first require that you use this room and the abundance of resource materials and equipment here for you, and secondly, that you go to your texts and assignments for other courses for possibilities in completing projects for this course. The purpose of College Reading is to help you develop those skills you need for success in college, and in your other courses is where it is. I think you will find enough variety and choice to satisfy your interests and needs in the way this program is organized, but I encourage you to substitute activities which will be meaningful to you personally.

Because this course is not typical, and because we must operate within the existing system of grades, we must make some non-typical provision for grading. I have decided that every student who completes three projects and who makes progress in his skill development will earn an "A", that every student who completes two projects and makes progress in his skill development will earn a "B", and that every student who completes one project and makes progress in his skill development will earn a "C". I have also decided that I will trust your personal integrity to enforce this provision. However, I do want you to keep log records of all activities. Your log records, which will be an important part of your Portfolio, are described in the next paragraph.

In order for both of us to evaluate your work, I am asking that you keep a record of everything that you do for this course in a folder which we will call your Portfolio. To ease your record-keeping, forms are available for the kinds of activities you will engage in. At the end of the term, we will sit down together, go through your Portfolio, and try to agree on an appropriate grade. In the event we cannot agree, then I will have the final word. I am charged by the administration of this school with the duty of evaluating student performance and assigning grades. In my experience though, we will encounter few problems in determining your grade. In the past, and almost without exception, where honest evaluations have differed, my evaluation has been the higher of the two.

To my College Reading Students

11/12

In addition to the obligation you have to work conscientiously in this course and keep your log records, you have one other and that is to keep me informed of the tasks you are working on and the progress you are making. How you may do this is described in the next paragraph.

We will organize ourselves this way. Today, you will receive this memo and we will discuss it briefly. Not all your questions will be answered because of the time limits in which we operate. If time does run out, as I suspect it will, come prepared to seek answers at the next two class meetings, or drop by the Reading Center for a chat. For the first week, we will meet as a class group to clarify the form and organization of this class and to give each of you an opportunity to assess your current level of reading and vocabulary skill development. Next, you will plan your personalized learning program. Once your program is in mind, you will complete a Vista Contract which I will review and which we will both sign. You may change this program later if you wish but I will ask that you review each change with me. During the term, you will be obligated to initiate a minimum of five student-instructor conferences at which time you can bring me up-to-date on your activities. I may also review your Portfolio separately from time to time, and if so, you will find a note inside the front cover.

To plan your program, you will first assess your present level of skill development through the use of tests which will be given during the first two class meetings, and evaluate the results of that assessment to determine which skill areas you will profit most from developing. This part of your assessment will be under my direction. To this first evaluation, you will add your personal input, that is, information about the areas of skill need of which you are already aware. Next, you will select three of the possible areas and plan a program around them. The Survival Kit in your folder describes most of the materials available in this room. Read it over for ideas, look at the materials which appear to be the most promising for you, select three and then record the titles on your Vista Contract. Sign the Vista Contract and pass it along to me to be signed. You will then be ready to begin your learning activities.

Remember, while I will make suggestions as to areas in which you appear to be able to profit from study, and learning materials to use, the final choice in all instances will be yours. Remember, too, that you may have some special needs of which I will not be aware. It will be your special obligation to call these to my attention so that I can give you help. I encourage you to drop by for a one-to-one conference early in the term, and to freely ask questions and seek help both in and out of class.

Sincerely,

Virginia Shroyer

page 2 - Student Instruction Sheet omitted due to copyright restrictions.

SURVIVAL KIT

The Reading Center has a range and variety of materials that covers the spectrum. Some materials are programmed, some are semi-teaching, some are audio-visual. Some even look like textbooks.

To help you get acquainted, here is a materials list. It is by no means exhaustive, and you are not limited to using just these materials. There are many others in the room, and there are many others you may prefer to use, such as your own textbooks and manuals. This list is intended only to acquaint you with the opportunities that are here, and to assist you in unraveling the mysteries of developing your own goal, objectives, and learning programs.

In addition to the materials on this list, you will find many more in instructional areas not included on the list. They are in the appropriate sections on the shelves. Most of the shelved materials are instructional, but there also are paperbacks for your reading pleasure and reference materials for your use. Our focus is on reading, but reading as we see it encompasses the wide area of communication skills. In other words, "reading is only the tiger's tail." For that reason, you will also find aids for helping you to improve your writing skills, to improve your listening and note-taking skills, to conqueor grammar, to improve your test-taking skills, and to sharpen your other classroom skills. Your survival in college is our business, and survival is a many faceted thing.

It is important that you select and use only those materials which you find interesting, and which you find will help you acquire the academic "know-how" you need for success in college. You will not be able to use all the materials in this room, time being what it is. Neither will you need to use all the materials in this room, your skill development being what it is. Be selective! Use only those materials directly related to your needs, and only for the period of time necessary to develop each skill to the level you need. It is not profitable to material-hop, but neither is it profitable to doggedly stay with a program you are not enjoying nor finding helpful.

Some of what you would like to learn can be taught in small or large group sessions. Such sessions may introduce you to ideas and skills, or they may clarify and reinforce areas you have selected to explore. Group sessions are not intended to replace the personalized learning opportunity you have in this room, but only to extend it which is why they come about only when students ask.

I. VOCABULARY

1. Basic Vocabulary Skills and Vocabulary Improvement. Two programmed texts by Davis. Each is intended for use as a complete vocabulary development program. (McGraw-Hill Book Co.)

2. Bergen Evans Vocabulary Program and Wordcraft. Multi-media vocabulary study including tapes, filmstrips, and study guide for recording script. It is recommended you write each word as you see and hear it. (The Reading Laboratory, Inc./Communicad)

3. College Word Study. A set of nine tapes designed to acquaint you with words and word parts used in the sciences, business, professional and technical fields. Each tape concentrates on words in one area. Especially useful for spelling improvement. (P.A.R. Incorporated)

4. Developing Vocabulary Skills. Book 6 of the Joffe Series. Practice exercises in the use of context clues for vocabulary development, plus the study of word parts. (Wadsworth Publishing Company)

5. Developing Your Vocabulary. Vocabulary improvement textbook by Price. Students having used this text recommend it as being interesting and helpful. (Wm. C. Brown Co., Publishers)

6. Language Master Vocabulary Programs I, II, and III. Basic to advanced audio-visual word study. See and hear words, see the definitions and phonetic spellings. Blank cards are available for preparing learning materials for specialized vocational-technical areas. (Bell & Howell Company)

7. Programmed Vocabulary. Brown's study of the fourteen words which are said to be the key to learning many thousands of other words. (Meredith Publishing Company)

8. Study-Type Reading Kits. Serendipity! These kits are helpful in learning vocabulary in specialized areas. The kits are divided into sections matching courses of study in the natural and social sciences. (McGraw-Hill Book Company)

9. Technical Vocabulary. See instructor for vocabulary programs developed in this college for the technical areas, especially Forestry, Medical Records, and Nursing. Automotive is now under preparation. (Unpublished materials)

10. Textbooks. Specific vocabulary study in your textbooks is recommended. See instructor for word study method.

11. Vocabulary 1000. Study of word parts. (Harcourt/Brace/World Inc.)

12. Word Attack for College Students. Book 1 of the Joffe Series. Exercises intended to extend your knowledge of the sounds of our language. Could also be used as an aid to spelling improvement. (Wadsworth Publishing Company)

13. Word Clues. Programmed text using context clues for word study. Vocabulary study words correlate with tach-x cards and controlled reader films. (Science Research Associates)

14. Words in Context. Vocabulary study using selected readings. Includes diagnostic tests, study of word parts, history of our language, usage, confusions, and discussion of trite expressions. (Meredith Publishing Co.,/Appleton/Century/Crofts)

15. Vocabulary study in General Development Materials. See General development section of this list. College Reading, Reading Attainment, Tactics in Reading, and others include extensive vocabulary development along with comprehension improvement exercises.

II. GENERAL READING DEVELOPMENT

16. College Reading Programs One and Two. Selected articles from a variety of sources followed by exercises in comprehension, vocabulary, grammar, spelling, and word usage. Read the titles of interest to you, score your answers and keep your own progress profile. (Science Research Associates)

17. Basic Reading Power. Book One of the Hill-Eller Series. Reviews and extends comprehension skills, scanning and skim reading, and basic analytical reading skills. A diagnostic pretest will help identify your specific areas of need. (Wadsworth Publishing Co.)

18. Reading Attainment. Reading selections on a wide variety of topics with skill cards for vocabulary development. (Grolier Educational Corporation)

19. Reading Line. Practice in effective reading in English and Literature, Science, Math, Social Studies, Business, and Vocational-Technical areas. (Polaski Company, Inc.)

20. Tactics in Reading II and III. Skill development in making judgments, setting purposes for reading, seeing relationships, rate improvement, using imagery, recognizing author's tone and intent, sound and structure of language, structure in reading and writing, getting the main idea. Pretest directs you to those sections from which you will profit. (Scott, Foresman and Company)

III. SPECIFIC SKILLS

21. Analytical Reading. Book three of the Hill-Eller Series. Includes classification, generalization, organization of ideas, making inferences, drawing conclusions and critical analysis. Diagnostic pretest for the four instructional units. (Wadsworth)

22. Barnell-Loft Series. Specific skill paperbacks with practice exercises. (Barnell-Loft, Inc.)

Drawing Conclusions Using the Context Following Directions
Locating the Answer Getting the Main Idea

23. Factual Reading I, II and III. Instruction and practice in reading and understanding factual material similar to what you can expect in a course textbook. (Science Research Associates)

24. How to Read Creative Literature. Twenty reading selections with questions keyed to the six categories of literary analysis. (Science Research Associates)

25. Jamestown Series. Specific comprehension skill improvement. Titles with tapes in the present collection are listed below. (Other titles will be added later) (Jamestown Publishing Co.)

    Understanding the Main Idea.....when reading
    Making a Judgment.....when reading
    Understanding Characters.....when reading

26. Joffe Series. Specific skill instruction with many practice exercises. (Wadsworth Publishing Company)

    Developing Vocabulary Skills
    Finding the Main Idea
    Following Printed Directions
    Locating Specific Information
    Reading Maps, Charts and Graphs
    Remembering What You Read
    Understanding Paragraph Relationships
    Word Attack for College Students

27. McGraw-Hill Series. Specific skill texts. (McGraw-Hill Book Co.)

    Critical Reading Improvement
    Reading for the Main Idea
    Reading for Significant Facts
    Reading to Discover Organization
    Reading to Understand Science
    Study-Type Reading Kit for Natural Sciences (boxed material)
    Study-Type Reading Kit for Social Sciences (boxed material)

28. Reading for Understanding. Mustard colored box on the shelf. Practice in logical thinking, reading for what the author says, and use of context clues. Pretest available for placement. (Science Research Associates)

IV. READING RATE

29. Controlled Reader. Mechanical aid using films for rate improvement. Comprehension questions for each film are in the appropriate study guide. Graph your reading rate and comprehension score on the chart available. (Educational Developmental Laboratories.

30. Flash-X. Hand mechanical aid. Flashes words at a rate of 1/20 a second. Good for training in rapid word recognition. As you read the words write them for spelling improvement. (Educational Developmental Laboratories)

31. Rate-O-Meter. Mechanical aid for rate improvement. Use any materials of your own selection - paperbacks, newspapers, or even the dictionary. (Audio-Visual Research)

32. Skimming and Scanning Improvement. Instruction and practice in these selected quick reading skills developed by Maxwell who is an authority on rate improvement. (McGraw-Hill Book Co.)

33. Skimmer. Mechanical aid with text and workbook. Thirty selections for systematically developing quick-reading skills. (Educational Developmental Laboratories)

34. T-Matic 500. Mechanical aid for improving phrase reading skills. Two reading programs are available both of which include vocabulary as well as comprehension exercises. Read the introductory film, (Gloves and Gloshes) first. (Psychotechnics)

35. Twenty-Day Reading Plan. Read fifteen minutes a day for twenty days in material of your own selection to improve rate and develop flexibility. See instructor for details.

V. SPELLING

36. Basic Spelling Skills. Tape, text, and workbook. Word lists for learning by principles. (McGraw-Hill Book Co.)

37. Better Spelling. This small text has a diagnostic test which will refer you to the sections you need to study. (D.C.Heath and Company)

38. College Reading Programs One and Two. Exercise cards include a limited, but good, spelling program. Polish your reading, spelling, vocabulary, and grammar in one program. (Science Research Associates)

39. Discovery. Spelling principles on film to be used with the T-Matic 500. (Psychotechnics)

40. Magnetic Patterns. Four patterns of our language. Know them, apply them, and improve your spelling. (Veritas Publications,Inc.)

41. Relevance of Words. Complete spelling program on tape and worksheets. The approach for your learning is through phonics. Pretest results direct you to the specific tapes you will benefit from using. (Westinghouse Learning Corporation)

42. Spelling for Adults. Spelling principles with chapter tests to let you know how you are doing. (John Wiley & Sons, Inc.)

43. Spelling: Patterns of Sound. Basic patterns, syllabication, accent, and pattern variations for selected letter groups. (McGraw-Hill Book Company)

44. Spelling, Sound. Worktext based on selected principles and unpredictable (seemingly) consonant sounds. (Boyd & Fraser Publishing Company)

45. Your own texts. Would you like to focus on learning to spell those words you will need to use in writing papers and exams? See instructor for information on processes and procedures.

46. Spelling in Medical Science. One text is available for learning to spell medical words. See instructor for information.

*Note: There is a collated list of spelling materials on the bulletin board. The list is by spelling skill with page and section numbers by book or tape for each skill. Also, we are adding new materials to our spelling collection. Check the appropriate section of shelves for new texts and tapes.

VI. SERENDIPITY

47. Diacritical Markings. A ten minute tape intended to acquaint you with the mysteries of pronunciation and the markings of the key words you see printed at the bottom of pages in the dictionary. (Webster's New College Dictionary)

48. Film Strips. Two boxes of filmstrips are available on a variety of topics such as affixes, how to study, how to read a short story, how to read historical fiction, using the dictionary, writings aids, and more.....(McGraw-Hill Book Co.)

49. Microfiche Reader. Reading library on microfiche. Selections include topics from cartoons to how to build a castle, how to classify plants and animals, folk ballads, and magic. (Xedia, Xerox Corporation)

50. Tapes. Tapes are stored in the grey metal tape filing cabinet. An index is posted above the cabinet for your convenience. The range is from Margaret Mead to imaginetics. Included are tapes giving selected medical records information and important lectures in anatomy.

VII. SURVIVAL: Study Skills, Test-Taking, Note-Taking, Underlining.

51. Barnes & Noble Series. Paperbacks on a variety of subjects. (Barnes & Noble Publishing Co.)

Best Methods of Study.	Notescript.
How to Improve Your Memory	Testmanship.
Study is Hard Work	Thinking With a Pencil

52. Effective Study. Robinson's SQ3R method, with practice exercises, for "how to study" in the content areas. (Harper & Row)

53. Final Exam Week...a Joy. Three study methods developed in this Center and intended for use by college students. (Unpublished)

54. How to Take a Test. Twenty minute tape with semi-notes on test taking techniques. (Sound Seminars, McGraw-Hill Book Co.)

55. How to Study. Morgan and Deese paperback which includes information on things other than studying such as writing papers, and preparing reports and essays.

56. How to Survive in College. Eight tapes and a workbook. Everything you need to know about surviving in college. (Anacomp, Inc.)

57. Learning to Learn. How to be brilliant with limited resources (or so says the author) by making your learning style work for you. (Harcourt/Brace/World, Inc.)

58. McGraw-Hill Series. Specific titles relating to survival skills. (McGraw-Hill Book Company)

Library Skills. Try this one even if you believe you know how to use the library.
Listening and Note-Taking. Tapes and worktest. This is an extensive program. You may want to use parts selectively.
Problem Solving Improvement. Practice in applying principles of logical thinking to problem solving.
Read, Underline and Review. A method for efficiently underlining textbooks for study and for review.
Systems for Study. Includes classroom skills information as well as a study system. Try it for a quick program in note-taking, test-taking, and the writing of term papers.

59. Point: A Reading Study System. This is part of the Hill-Eller Series. "Point" is well thought out and devised. (Wadsworth Publishing Company)

60. Seven Reading Strategies. Seven ways to read plus seven survival skills. Especially useful for points on how to read and study in the content areas. (Baldridge Materials, Inc.)

APPENDIX D

VISTA CONTRACT

Name _____ Major _____

GOAL _____

_____

Areas Selected for Improvement	Learning Materials Selected
1. _____	_____
2. _____	_____
3. _____	_____

Revision Notes _____

_____

Projects Selected for Completion

1. _____
2. _____
3. _____

Submitted by: _____ Date _____ Accepted by____

TERM REPORT

Summary of Materials Used for Skill Improvement

Area 1. _____

_____

Area 2. _____

_____

Area 3. _____

_____

Summary of Projects Completed

Project 1. _____

Project 2. _____

Project 3. _____

Summary Submitted by_____ Date _____ Accepted by___